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A. E. WINSHIP.....EDITOR

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National Education Association, June 28-July 4, Indianapolis, Indiana.

THE WORLD'S BEST TEACHERS

The University of Chicago is conducting a campaign for $17,500,000 for endowment and buildings. In connection with this campaign a booklet has been issued making an appeal for fair treatment of men of distinction on the faculties of American universities. In it Dr. Charles W. Eliot, president emeritus of Harvard, answers the question: "If you were selecting out of all modern educational history the ten men whom you would want to put on the other end of the proverbial log, which ten men would you select?"

He names as the best ten men in the educational history of the last 200 years: Adam Smith, Michael Faraday, John Stuart Mill, William Ellery Channing, Horace Mann, Herbert Spencer, Ernest Renan, Charles Robert Darwin, Ralph Waldo Emerson, Louis Pasteur. The best ten men in 2,300 years: Aristotle, Galen, Leonardo da Vinci, Milton, Shakespeare, John Locke, Immanuel Kant, Francis Bacon, Isaac Newton, Ralph Waldo Emerson.

The Americans who have won the Nobel prize in science, with the university in which each did the major part of the work in which the award was based, are as follows: A. A. Nicholson, University of Chicago; Alexis Carroll, University of Chicago; T. W. Richards, Harvard University; R. A. Millikan, University of Chicago.

If distinguished teachers are to be secured and fruitful research is to be encouraged, universities must have sufficient endowment to provide proper facilities for the work of professors and reasonable living salaries. In the last five years while the endowment of the University of Rochester has increased 957 per cent., John Hopkins, 178; Princeton, 105; Harvard, 79; Columbia, 41; Yale, 40, and Stanford, 15; the endowment of the University of Chicago has increased only 13 per cent.

The maximum salary today at the University of Chicago is only 14 per cent. higher than the salary which President Harper paid his leading professors in 1892!

Chicago is justly proud of its university, which has become a national institution. There will be no question concerning the success of its endowment campaign.

The issue of March 12 will contain our editor's Report of the Cincinnati Meeting of the Department of Superintendence.

LE BARON RUSSELL BRIGGS

Probably no other American teacher has been so affectionately regarded by thousands of college students as Dean Briggs, whose resignation from the Harvard faculty was announced February 23. At the age of seventy he completes forty-seven years of service. He was dean of the college, 1891-1902; dean of the faculty of arts and science since 1902; president of Radcliffe, 1903-23. He achieved remarkable success as a professor of English, but is best known as the kind, tactful, just and inspiring dean of Harvard and president of Radcliffe. We are glad to print in this issue a singularly fitting tribute by his colleague, Professor Byron S. Hurlbut.

Painting, decorating and upholstery were added to the list of approved trades taught at the Boston Trade School at a recent meeting of the School Committee.

Education can never be attained by having children merely learn lessons assigned in books or laboratory.

ABERDEEN WELCOMES DR. FOGHT

South Dakota has rarely, if ever, had such an educational demonstration as in the welcome of Dr. Harold W. Foght and Mrs. Foght on their return from their four-months' tour of Pacific and Oriental countries. It was an exceptional opportunity which President and Mrs. Foght enjoyed in Japan and other Oriental countries, and the welcome began when they stepped from the train, and was continued at a banquet at the Sherman Hotel, where the mayor of the city presided, and at the Chapel hour at the college the following day when the mayor, city and county superintendents, and the deans of the various departments of the college voiced their appreciation of their professional leader.

In six years, 1919 to 1924 inclusive, the seven largest American university endowments showed these increases; Harvard from $36,000,000 to $64,000,000, Columbia from $34,000,000 to $48,000,000, Yale from $28,000,000 to $40,000,000, Chicago from $28,000,000 to $32,000,000, Stanford from $24,000,000 to $28,000,000, Rochester from $3,000,000 to $27,000,000, and Johns Hopkins from $7,000,000 to $20,000,000.

MUST PAY TEACHERS

The full bench of the Supreme Court of Massachusetts handed down a decision, February 2, 1925, that towns and cities must make sufficient appropriations to pay school teachers the salaries fixed by school committees.

The opinion, written by Chief Justice Rugg, says in part: "The Legislature, moved by obvious and strong reasons, has vested the school committee with the absolute and unconditional power to agree with teachers upon their salaries to the end that high standards may be secured and maintained in the education of the youth of the Commonwealth. In the exercise of their honest judgment on the question of salaries for teachers, the school committee are not restricted to the amounts appropriated.

"For the time during which the schools must be kept by law the municipalities must pay such salaries as may be fixed by the school committee. To take this power from the school committee would break up the long established system of our law in regard to public schools. The only supervision which the city council or towns can exercise over the school commmittee is to vote to close the schools after they have been kept the length of the term specified by law."

The decision is made in connection with the suit brought by teachers of Peabody against the city council of the city to require the respondents to furnish money to meet an increase in salaries.

Since 1918 every state in the Union has had a compulsory education law.

JOHNS HOPKINS

At the exercises celebrating the forty-ninth anniversary of the founding of Johns Hopkins University, February 23, the president, Dr. Frank J. Goodnow, announced that the university will soon carry on only graduate work. As soon as possible the following plan will be adopted:—

"First, to cease to give instruction in most of the subjects now taught in the first two years of the college.

"Second, to combine the work of the last two college years with what is now spoken of as graduate work, applying to all this work essentially the methods and standards that are applicable to our present graduate work.

"Third, to give, on the completion of this advanced work, a higher degree and cease to give in the future the bachelor's degree."

The following states have laws requiring instruction in the Constitution: Alabama, Arkansas, California, Delaware, Florida, Georgia, Idaho, Iowa, Kentucky, Massachusetts, Michigan, Minnesota, Nevada, New Hampshire, New Jersey, New York, North Carolina, Ohio, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont and West Virginia.

FRESNO PHYSICAL EDUCATION

The Fresno, California, course of study in physical education for the grades is attracting unusual attention nationally. It was prepared by the teachers of the city under the direction of Superintendent William John Cooper. The teachers of Fresno have started out to promote social efficiency in the schools of the city, and thereby of the citizenry. They recognize five phases of social efficiency—health efficiency, citizenship efficiency, livelihood efficiency, leisure time efficiency and moral efficiency.

Their course of study in physical education includes all functioning for vital or health efficiency. Everything is usable, promotive of health, social grace and community morale. Dr. Stolz, state supervisor in physical education, endorses this course of study unqualifiedly. Not only are the teachers co-operating with the superintendent, but the students are co-operating with them all.

NEWELL FOR BOSTON

Dr. J. E. Burke, superintendent of schools, Boston, has shown characteristic good judgment in appointing C. Edward Newell as director of manual arts, at a salary of $5,000. Mr. Newell was graduated with high rank from the Massachusetts Normal Art School in 1902. He has had a rich and varied experience with ever increasing success. Since 1908 he has been supervisor of art and hand work in Springfield, where he is an outstanding figure in the teaching force. He has the unqualified endorsement of the highest authorities in this country in his special field.

PASSION FOR CATNIP

Hundreds of fierce mountain lions were trapped in 1924 because of their passion for catnip. It is the third year that it has been possible to trap the cougar.

We know the Agricultural College professor who discovered the possibility of trapping this wild terror that had defied all traps and had always eluded riflemen. Large sums have been expended in vain efforts to protect sheep, colts and fawns from the ravages of these beasts.

About three years ago an agricultural college professor decided to make a study of the problem. His reasoning was this: The mountain lion is of the cat tribe. The domestic cat has a passion for catnip. The chances are that this is characteristic of the cat tribe.

The problem was to get the odor of catnip so concentrated that it would meet the emergency in dealing with the wild monster. This was a difficult problem to solve. It required several digressions to find how to get all the odor of catnip intensified. The solution of that problem was most fascinating, but it does not bear on my purpose at this time. Suffice it to say that he ultimately secured a high potency of the odor of catnip.

He then went to the menagerie of a circus, and saturating wads of blotting paper with it he threw a wad into several cages. No animal noticed it except the cat tribe, and these were almost furious in their craze to get it. Then it was taken into the Pacific Coast mountains, and when a cougar came near it he had no caution as to the trap, but rushed for the catnip regardless of danger. The official reports say that hundreds were trapped in 1924.

Pedagogically and philosophically there is something for us to learn from this. The school must know the home habits and customs of children, must seek for the solution of some school problems in home life. In the scientific tracing of pre-school vicious tendencies of children to the source many solutions are quite clear. For instance, thieving propensities seem to be due to certain home conditions, so that it is safe to say that a child should have his "allowance" and spend his own money as soon as he has a desire to spend money; should not be allowed to get money by asking for it, especially not of the mother who refuses and of the father who provides it; should not have money for being good; should not have the allowance in too large amounts through infrequent receipts so that he is flush for a time, then hard up for a time.

No time or expense has been spared in learning when and why certain children begin thieving in homes of poverty and of luxury. In the few cases that have been studied exhaustively of boys and girls who steal with deliberate purpose before they are ten years old there appear certain home conditions that seem to establish the creation of financial tendencies. This is as true with other vicious tendencies as in the matter of thieving, though that is the most satisfactorily traced.

What the tabby cat has a desire for becomes a passion with the wild cougar. What is merely a pleasing appetite with the domestic is a fierce danger-defying craze with the mountain lion.

The professor of the agricultural college has gone farther, and has studied what the catnip does for the tabby cat by relieving mild intestinal disturbances, the cougar needs infinitely more because of its wild life.

The sociological expert sees a Loeb-Leopold combination in young men from homes of luxury, who desire thousands of dollars as much as young bandits, in homes of denial, desire a few dollars.

All are horrified at the ease with which murderous bandits and burglars prey upon the public for sums small and large, but the really horrifying feature of it is that most of it would have been eliminated if the problem had been studied as scientifically and persistently a few years ago in the home as the agricultural professor studied the tabby cat as a prevention of the ravages of the cougar.

Thomas E. Finegan says that "the man or woman who designed the slogan 'Men at Play,' is not only an artist, but a literary genius, a psychologist, a humorist, a far-seeing person, and a real serious-minded individual."

SECRETARY JARDINE

The selection of Dr. William M. Jardine, president of the Kansas State Agricultural College at Manhattan, for Secretary of Agriculture is a notable tribute to his leadership. For no other secretaryship has there been the same rivalry as in this case. The secretary has rarely if ever been the head of a college, but this time all of the leading candidates were presidents of agricultural colleges. Dr. Jardine has been an exceptionally interesting person from young manhood as a cattle ranchman in Montana. He has never dodged responsibility when his opinion has been sought officially. His testimony before a recent congressional committee was heroic in the extreme, and his choice is due probably to President Coolidge's admiration for his independent opinions rather than from his attitude on any of the burning questions in agricultural politics.

Seventeen states have no eight-hour day provision for employment of minors, and yet some decent people oppose the Child Labor Amendment to the Constitution.

FIVE DAYS, FEBRUARY 15-19

With stacks of reports of visits here, there and everywhere unused, we start a new plan in the hope that by grouping observations and experiences we can give reports to our readers while they are fresh and refreshing.

In the five days before the meeting of the Department of Superintendence at Cincinnati we greatly enjoyed six opportunities to be with school people in five cities in three states, in one delightful private school, in four State Teachers' Colleges, and in one City Teachers' Association. Every hour was a professional tonic.

KENDALL HALL.

As a prelude to my trip to Cincinnati to attend the two-day meeting of the Association of State Teachers Colleges, itself a prelude to the meeting of the Department of Superintendence of the National Education Association, I went to Kendall Hall, Pride's, Beverly Farms, Massachusetts, which Mr. and Mrs. C. P. Kendall, formerly of Howard Seminary, West Bridgewater, have created and made deservedly famous as a Home School for young ladies who want to prepare for life directly or through the college or university. In the several years that Mr. and Mrs. Kendall have been preparing young ladies for college not one of their girls has failed to make good in their college work. A lovelier home-school life we have never seen. Kendall Hall is an estate of forty-two acres, with a grove of noble trees and varied shrubbery, with lovely gardens created and groomed by expert scientific gardeners, with a sea beach, bathing houses, sail boats and wharf, all protected from all intrusion on land or water. The school, in home life and laboratory, is in buildings created by a multimillionaire for his family. The Sunday evening opportunity, February 15, was a delightful preparation for the days that were to follow.

PATERSON, NEW JERSEY, STATE NORMAL SCHOOL.

Frank Webster Smith, the principal of the institution, which has been a State Normal School but two years, but was the City Teacher Training School for sixty years before the State assumed the responsibility, is the Dean of Normal School principals in the state, is, indeed, one of the senior Normal School principals of the United States. Although he has been principal of this school for twenty years he had had previous experience in a Massachusetts State Normal School, as principal of an academy in Salt Lake City, and superintendent of city schools in Colorado. No other native of Massachusetts, educated in Massachusetts schools, has had such a wealth of successful experience. Add to this the twenty years of important leadership in such a city as Paterson, and one can appreciate why the ripeness of professional devotion is giving to the Paterson State Normal School a reverence for conventional scholarship, a spirit of progressive adventure and an attractive educational personality.

THE CITY OF PATERSON.

The day in the State Normal School of Paterson was rounded out with an opportunity to renew our acquaintance with the schools and school people of Paterson, culminating in a meeting with the City Teachers' Association. Paterson's industrial pioneer fame has eclipsed her educational activities. No other American city has had the same industrial glory for a century and a half that Paterson has enjoyed, thanks to the masterful economic genius of Alexander Hamilton, who was at his best when he captured the water power of the two rivers which meet here, and planned for the fame and fortune of the city.

Educationally Paterson has played an important part at several crises in its history. She has had several men who have given her national fame, and, under the present leadership of Superintendent John R. Wilson, and a group of brilliant principals and elementary teachers, Paterson is playing a large part in the evolution of progressive educational legislation. In all this two courageous mayors have been of incalculable service.

TRENTON, N. J., STATE TEACHERS COLLEGE.

When New Jersey re-created its Normal School system two years ago, and J. J. Savitz was given the opportunity to create an institution after his own heart at Glassboro, D. C. Bliss, superintendent, with highly professional success at Brockton, Massachusetts, Elmira, N.Y., and Montclair, N.J., was given the opportunity to take his time in creating a real Teachers' College, and he is already preparing supervisors of music, supervisors of physical education, supervisors of industrial arts and domestic science, and supervisors in commercial education. He is not following any traditions, but is preparing just such supervisors as he tried to find for Brockton, Elmira and Montclair. The two outstanding features of the many that interested me were the student government, which is of surpassing interest, and opportunities for student personal achievement.

Entirely apart from scholarship attainments there is a record of the personal achievement of each student, and when a superintendent comes to select a teacher he is able to see what a

student has achieved in social service, twenty-four varieties; health, seven opportunities; arts, four opportunities; nature, nine opportunities; athletics, twenty-four opportunities; general improvement, eleven opportunities, and special service.

There is also some credit possible in school rank for each achievement. For instance, if a student has had no cold for an entire quarter there is slight credit given her, as it is a real asset for a teacher to be immune to colds. There are eighty-two opportunities to make personal achievement credits each quarter. It is of inestimable service to a superintendent to see at a glance all the lines of personal achievement that a candidate has been functioning in.

GLASSBORO NORMAL SCHOOL.

When the Glassboro Normal School was being dreamed of Mr. Savitz was then principal of the Trenton Normal School, to which position he came from the assistant state commissionership of New Jersey, and from the first flush of the dawn of the Glassboro idea he was slated for the principalship, and there is nothing comparable to it, so far as we know. There are fifty-five acres, of which one-half is a white oak grove of trees about one hundred years old. The building is beautiful, and every feature of the interior planning was designed by Mr. Savitz, who had known the "ins and outs" of many buildings, and there was no one to say him "Nay" on anything. The special expectation of the school is emphasis on rural life, especially in the raising of fruits and market garden produce. There is a large hothouse, and the students learn the science and art of raising, harvesting, packing, boxing, basketing, and marketing everything raised in Central Jersey. Not only has Mr. Savitz had the creation of the buildings but the assembling of a new faculty. This is a most unusual combination of professional creations.

FAIRMONT, WEST VIRGINIA, STATE TEACHERS' COLLEGE.

Joseph Rosier, president of the Fairmont State Teachers' College, is another man with an exceptional range of professional opportunities. He was superintendent of the city of Fairmont before he was promoted to the presidency of the State Normal School, when it was moved from its down-town crude nesting place to its beautiful, sightly, commanding position, and he has had the privilege of landscaping it, of erecting one of the most ideal school dormitories in America, and now he is to add a wing which will complete the equipment for the best service through the science of education and the art of teaching. Within a year or two there will be added to the already large campus twenty-two acres which will make the equipment in every way equal to anything in the country. Fairmont's commanding influence industrially and commercially is of inestimable service to Mr. Rosier, who is personally a born community leader as well as an inspirational force to faculty and students.

ENGLISH AS SHE IS WRITTEN

The following poem gives a good example of many words which bewilder the man who is learning the English tongue:—

"It's rough," she said with a cough, as she sat on a bough.
When the English tongue we speak,
Why is break not rhymed with freak?
Will you tell me why it's true
We say sew, but likewise few.
And the maker of a verse
Cannot cap his horse with worse.
Beard sounds not the same as heard.
Cord is different from word.
Cow is cow, but low is low,
Shoe is never rhymed with foe.
Think of hose and dose and lose,
And of goose, and yet of choose,
Think of tomb, and comb and bomb,
Doll and roll and home and some.
And since pay is rhymed with say,
Why not paid with said, I pray?
We have blood, and food and good,
Mould is not pronounced like could.
Wherefore done and gone and lone?
Is there any reason known?
And in short it seems to me
Sounds and letters disagree.

—The Yale Panel.

LE BARON RUSSELL BRIGGS

[Tribute by Professor Byron S. Hurlbut, in the Harvard Crimson, February, 1925.]

Not since November 4, 1908, have Harvard men received in a matter so intimately connected with the university such a shock as that which comes this morning. Then, sixteen years ago, President Eliot announced his resignation; today we are told that at the end of the present academic year Dean Briggs retires. Harvard without Briggs—how changed our college world. True, Harvard, as always, goes on; but for hundreds of men, from youths to those now entering the portals of old age, a glory and a charm are gone, never to be regained, for these two men, each the flower of his generation, are unique. He who transformed a little New England college into one of the foremost universities of the world stood alone. And so it is with Briggs, the man he chose for dean; Briggs, also, stands alone.

Who that saw the Commencement of 1900 can forget the slender, slightly bent figure that stood almost shrinking while Eliot spoke, the bowed head, the downcast eyes—and the cheers that shook the theatre?

"LeBaron Russell Briggs." A wondrous voice rang out the words, "LeBaron Russell Briggs. The well-beloved dean of Harvard College, patient, tender, discerning, candid, just and cheering because convinced of the overwhelming predominance of good in the student world." And unshaken and unshakable in this conviction, which is the soul of love, for more than forty years LeBaron Briggs has walked among us and wist not that his face shone.

In these modern days of ever increasing "efficiency" and system, crimson with red tape, when not even college education itself can escape the octopus grip of accursed standardization, how like a draught of cold water to one parching in the wilderness has the man been. "What," once shrilled William Everett, enunciating almost the very greatest principle of college administration, "What's a dean for anyway if not to break rules? Any clerk can enforce them." And with wondrous wisdom Briggs never hesitated to break a rule, if by breaking it he served that which through the centuries—sometimes, 'tis true, almost, but never quite, obscured—has been the ideal of his loved college—the best good of the individual youth. That good, Briggs knew instinctively, was the best good of the college. He always sought the spirit, not the letter, of the law. Like Brooks, whose presence no man ever left condemned to utter loss, he roused men by his faith and trust. The sinner knew that Briggs's heart was pierced as deeply as his own.

It was the gentle Josiah Royce, who once said musingly: "I should like some time to feel as good as Briggs really is," and therein he voiced the sentiment of all men who have come to know Briggs. And what a host they are.

OPEN YE THE GATES
THAT THE RIGHTEOUS NATION WHICH KEEPETH THE TRUTH
MAY ENTER IN.

For the text above the gate which his class gave, Briggs chose these words, without a single thought that from them blazed the beacon flame of his own soul.

Before his justice and his truth suspicion withered, wrangling ceased and hatred fled away. Instead came trust and friendship. Our rivals, whom in ancient days we cursed, are now the foes we love.

LeBaron Russell Briggs: As you pass through the gate of Harvard into retirement ten thousand loyal, grateful sons of the college to which you have given your life in love and service stand at salute:—

Thine is the burning heart of youth,
Thine is the steadfast flame of years;
Thine is the wisdom of the truth
That falters not nor fears.

ON THE BROAD HIGHWAY

FRED L. SHAW
Pierre, South Dakota

The road winds on through changing scenes,
Thro' meadow and wood and town.
Thro' shadow and sun our course is run;
We travel up hill and down.

Still the throng moves on, some weak, some strong,
Some fall by the side of the way.
Some hope subdue, some dream anew,
Some rest at the close of day.

Some lie awake on the couch of pain
And long for the break of day;
Some laugh, some moan, some sing, some groan;
Some conquer, some leave the fray.

Some struggle and strive for the right of way,
And jostle the weak aside;
Some rise to power, some slink and cower,
Some drift, some breast the tide.

Oh, the road of life is a long, long way,
Which we travel but once for all!
And our hearts are glad, or our hearts are sad,
As our fortunes rise and fall;

But when we come to the end of the road,
And look back o'er many a mile,
Not the foes we beat, but the friends we greet
Will make our lives worth while.

GEOGRAPHY AND THE HIGHER CITIZENSHIP

(Copyright, 1925.)

J. RUSSELL SMITH, PH.D.

Professor of Economic Geography, Columbia University; author of Human Geography, Commerce and Industry, and Industrial and Commercial Geography.

I was born in Paradise—fool's paradise it proved to be. I refer to that snug and comfortable world that existed in millions of minds before 1914—that world of peaceful progress in which the forces of finance, commerce, common sense, and good will were to prevent any such thing as a world war. We were to have enduring peace while we worked our society along step by step toward better ends.

This paradise of peaceful progress was blown to atoms by the World War.

Will there be other World Wars? Must our children or our children's children be crushed by tanks, blown up by air bombs, made insane or shaking wrecks by shell shock, or permanent invalids by inflammatory gases, smothered in masses by deadly gas, or made to die in epidemics whose irresistible germs are spread by airplane?

If we have another war, we may have no civilization left after it is over. The science of destruction was in its infancy during the World War. The progress in the art of destruction since 1918 has been swift and appalling. The World War was a baby in comparison to what applied science can make the next war.

Who won the advantage by the last war? What nation is better because of it? There is but one answer. No nation is a better nation because of the World War. The universal result was wreckage, sorrow and discontent, with satisfaction nowhere to be found.

It is the task of the higher citizenship to arrange the relations of the groups of people called nations so that war shall not happen again. What can we do to bring this thing to pass? I asked myself that question again and again, both during the war and after the armistice.

I was doubtless only one of millions who had the devastating experience of feeling the whole basis of things slip from under us as we saw no hope for civilization. Then, one morning in January, 1919, the light of hope returned to me. I was restored to membership in a progressive civilization, because I thought that I saw something reasonable enough to hope for and good enough to work for—something that might be a way out. My rebirth of hope ran like this. In the first years after the War all attempts at world organization will be bound by compromise. For some decades the plans for organization must be feeble, and they must undergo numerous changes. Sometimes it will seem that even the most promising plans can barely exist, much less make progress necessary for world peace. It seemed to me that twenty-five, perhaps even fifty, years would be required to demonstrate the success or failure of plans for peace and that the deciding factor would be the attitude of men's minds a quarter or a half century hence.

The attitude of mind that will make peace secure will be of slow development. Even wars do not happen suddenly. War is like fruit. The seed is planted, the tree grows and blooms, the fruit is set, and finally it comes along to ripeness. Will men's minds in twenty-five or fifty years ripen into sweet and nutritious fruit of peace or the bitter and poisonous fruit of war? The answer to that question depends largely upon America. The largest single factor in this world situation, this world of organization—this world of peace or this world of continuing anarchy and world war—will be the people of the United States. What *they* think and feel and do will almost settle it, as it did the World War. Then I saw that it was a problem of education, largely a schooi problem. Most of these people whose opinions are to decide the future are not yet in the schools, most of them indeed are not yet born.

Then came the question, what can I do to affect men's minds in this coming quarter century or half century of mind-making that will be so fateful for the world?

For a little time I wished that I might again be a teacher of history, that I might write history textbooks for the school children of America. Further thought showed me that history was not the most effective avenue. History as now organized in our schools deals with but a corner of the world; a few countries, our own country and its historic roots, leaving most of the world as much in the outer darkness as it appears on a map of the world made by the Romans.

It is through the geography book and the geography teacher that the child is introduced to his own country and also to the whole world with all its countries and all its peoples. The geography teacher has a great responsibility in introducing the child to his neighbors upon this earth. This task has two parts: to teach the facts of geography and to encourage an attitude of mind. The book carries the body of knowledge, but the teacher can give it its soul, helping the child to an attitude of mind.

As a body of knowledge, geography is undergoing swift advance. Not long ago it was a deadly memorizing rote of question and answer, with no more explanation than a multiplication table. Now each year sees a deepening realization that the science of geography is really a study of cause and effect, an explanation of things, a basis of understanding, a subject valuable in finance, manufacturing, and trade as well as in citizenship and in the higher citizenship. Not only is an understanding of geography a vital part of

training for citizenship in any country but it is the chief opportunity in our schools for teaching the higher citizenship—the relations, the good relations of the nations with each other as nations.

We teachers know that the children will forget most of the facts that we teach them about any subject which they do not continue to study; but we also know that even after many of the facts are gone, there is left a residue of understanding—of mental background—something of indispensable value well recognized in cultural education and even in training for business. After many of the facts of geography are gone from the mind that has studied about foreign countries, there will be certain spiritual residues; and here is the teacher's great opportunity to promote the higher citizenship. You can help the child, indeed, it is impossible that you shall do other than help the child towards respect or disrespect for other peoples, towards sympathy or antagonism, towards understanding or misunderstanding. In other words, we are bound whether we wish it or not to help toward peace and world organization or help toward misunderstanding and war.

RESPECT, SYMPATHY, UNDERSTANDING—THESE ARE THE GREAT SPIRITUAL POSSIBILITIES OF THE GEOGRAPHY CLASS

I. Respect

To have world peace, peoples must learn to respect each other. We want to teach the children of America to be mentally polite to other nations just as we want them to be personally polite to their neighbors; then they will begin to respect other nations.

In making children acquainted with foreign peoples, we have an instinct to overcome, the herd instinct, the instinct for likeness as against unlikeness, the instinctive egotism which makes us feel that things different from our own are not so good as our own. We see a bit of this creeping out in the definition of the word "barbarian," which is nothing but Greek for "foreigner."

One of the greatest verses of Scripture tells us to judge not, that we be not judged. The geography class is a continual temptation to judge, and it is also a continual opportunity for the teacher to inculcate a piece of fundamental wisdom, namely, that difference does not necessarily mean inferiority or superiority. It is a *difference* for which there is a reason. Of course, the first instinct of the youngster is the instinct of superiority, which the skilful teacher will seek to modify with a dose of respect.

The wide open road to teaching respect is furnished by the skill of foreign peoples. Look at the Eskimo's boat, made in some cases of skins sewed together with sinews and stretched around a framework of bones. In this skilfully made boat sits the lone paddler with his blouse of waterproof skin bound tightly around the opening of the boat, around his wrists and neck. If his boat upsets, no water can get into it. With a flip of his paddle he turns it upright and paddles on. This is one of the most marvelous marine creations of the human race. We have nothing that can rival it, and look at the materials of which it is made!

The examination of the Eskimo's tackle reveals case after case of skill quite beyond any hope of rivalry by the children in our schools.

Again, we come to the American Indian. Nearly every school is within reach at least of an Indian arrow head or pictures of Indian things. Could the children of the school or their parents make these Indian things? No. Shall we disrespect the Indian who is our superior in certain kinds of handicrafts or shall we esteem him as a master workman with abilities different from our own?

Take the Bushman of Australia. Perhaps it will be pointed out that he is one of the least intelligent of men, with the lowest social organization. But look at the boomerang. It is one of the most marvelous missiles in the world. Can any of our athletic boys throw a boomerang so that it will return to the thrower? Or can any of our intelligent ones identify tracks as the Bushman can?

Once the children's minds are directed in these channels, they realize that here (in some things) is their superior.

We can go on this way with all the various peoples in the world. Once the teacher has the theme, the great idea, the material is at hand or easily to be found for the inculcation of respect for the skill and for many other achievements—German science, French art, Chinese and Japanese art, the skill of the South American Indian who makes the Panama hat.

There is always the fact that the child cannot do these things, that their parents cannot do these things, and we must respect these people as our superiors in these particulars, and therefore entitled to be looked upon without any concept of inferiority.

II. Sympathy

World peace depends upon sympathy between peoples. Antagonism leads to war.

The commonest basis of human relationships outside the family is the fellowship of common activity or interest. We get together as teachers, as spectators or players of baseball, cards or golf, as breeders of bulldogs, chickens, as members of sewing societies, engineering societies, horticultural societies, labor unions, manufacturers' associations, etc., etc.

One of the great facts for the teacher of geography is the study of peoples, as people engaged in the same jobs as ourselves. Men are everywhere making a living, making a home, educating their children, making a neighborhood and a government. In these

fundamental activities we are like the Eskimo, the Bushman, the Indian, the Frenchman, the German, the Englishman, and the South American Indian. We are all fellow craftsmen, and it is thrilling to discover these facts.

Take the simple matter of food. All the world is a great group of fellow craftsmen who are engaged upon the endless task of feeding themselves, and the geography class gives continual opportunity for comparing the work of these differing craftsmen as they seek and achieve this common end in so many different kinds of places.

The farmer in Colorado or Minnesota or Maine or Ireland or Germany or Russia digs potatoes. This is the same kind of thing as the native of the tropic forest country does who digs cassava roots or sweet potatoes or yams or cultivates his bananas.

The farmer with his reaper is engaged in the same task as is the Hindu or the Chinese or Japanese or Filipino who wades about his rice paddy, planting and weeding his rice. The aim of all is to supply grain for hungry populations.

We have the same chance to create interest and sympathy in studying about the clothes, food, shelter, and tools of all mankind. So also with their governments. This is a particularly good opportunity to show that perhaps our government may be better than theirs, but in the next breath we ought to point out where our own might be improved. Thus the child will gradually get the realization that his country is a country which may change for the better—a country of progress. No child should be allowed to think of his government as finished. He may love his country best, but if his love takes the attitude of undue superiority over other countries, he becomes cocky and a trouble maker. To realize the fact that one's government is still capable of improvement tends to develop sympathy with other peoples in this the most difficult of all human tasks—government, the creation of society.

The comparison of the craftsmen and of the day's work in our own country and foreign countries will lead almost inevitably to the realization—indeed to the proof—that our opportunities for making a living are better than theirs. This explains the desire of the foreigners to move to this country and brings up the question of immigration.

In this concept lies again the essence of sympathy rather than of antagonism. Incidentally, also, it places upon us the necessity of vast good manners to keep antagonism out of the hearts of the poorer ones who are shut out of this rich Eden.

III. Understanding

For world peace we must have understanding. Prejudice leads to war.

One night my neighbor who likes to call himself a "one-hundred-per-cent American" walking up the street with me from a lecture about a foreign country remarked: "Yes, but those foreigners do such foolish things." That is the stuff of which war is made. The foreigners do not do such foolish things. They do such natural things, as we can see if we really understand them, their position, and their problems. The great spiritual and mental test for success in the teaching of geography is the creation of understanding. We present to the child the fact that a foreign people is different from ourselves. What is his first reaction? Does he without understanding judge it and dismiss it with a bad name as Wop, Dago, Guinea, Greaser, or some such? Or does he desire to understand why they are different?

It is easy to see reasons why the Eskimo's house is of skin or snow, why the mountaineer's house is of wood, that of the desert of sun-dried brick, that in the tropic forest of grass and thatch, of the city of burned brick, and that of Italy of stone. It is equally true that the foreigner has done what he has done for what seems to him to be a good reason, and it is probably true that if we had been in his position we would have done as he has done. Were not our ancestors primitive people living in the woods in a way that we often call "savage" but a short time ago as history runs. We believed in witches but day before yesterday as history counts time. We have changed from this condition chiefly through the discovery of new knowledge, which in turn has brought us better opportunities. One of the interesting things of the world is the speed with which other peoples change also when new knowledge and new opportunities come to them.

If we know enough geography and enough history and enough human nature, we shall find that the foreigner is neither queer nor foolish, but that he has done very much as we would have done under the same circumstances.

We teachers of geography know that the names of capes and mountains will fade from the student's mind, that many of the rivers and capitals will melt into an indistinct haze—that many, perhaps most of the facts will be gone from our students when, at thirty-five or fifty-five years of age they turn their minds into the resistless sea of public opinion and their votes into the ballot box that decides some world crisis. We, the teachers of geography, should realize that the frequently recurring opportunities of the geography class mean this—that to us more than to all other social agencies combined is given the power to decide whether the future act of the voter shall be an act of respect or disrespect, of sympathy or antagonism, of understanding or ignorant prejudice—whether war shall wreck us all or whether we shall put it into the limbo where now the personal duel resides—buried by a better method. Now that a better way is established the gentleman finds that he can get along perfectly well without puncturing

his fellowman with a rapier or a bullet.

This opportunity of the geography teacher is made even greater than it seems by the fact that most adult activities are bent toward the realization of desires conceived before the age of fifteen years.

CHARLES RUSSELL AT WESTFIELD

[It is highly significant that Charles Russell, son of Dean James E. Russell of Teachers College, Columbia University, is principal of the Massachusetts State Normal School at Westfield. He brings to the State Teacher Training institutions of New England an entirely new professional strain. He is not New England educated, is not a city superintendent, is not an ardent specialist in any phase of science. Confessedly he has come to the Westfield State Normal School as a scientific student of the New England Teacher Training breed of educationists. His inaugural address is, therefore, highly important as well as interesting.]

When Massachusetts founded this Normal School and that at Framingham, it did more than merely give expression to a new institution. It paved the way for the establishment of two new principles. There were colleges then in existence in the Commonwealth; other professional work had been started for teachers; but nowhere else in this nation had it been established that the work of preparing teachers was both post-high school and professional. In addition to these two principles it bequeathed to educational posterity a paradox which is yet troublesome and in the varying interpretations of which can be traced the varying development of teacher-training institutions.

This paradox is that the teacher-training institution must be a college, yet it cannot be a college.

The teacher-training institution must be a college. In our educational ladder collegiate work follows directly upon high school work. If we accept the principle of post-high school preparation for teaching and couple that with the principle of professional preparation, any other level than collegiate is impossible. Unless we maintain such a level in the Normal School we cannot hope to attract students of such promise and character as we would later wish to have as teachers of our children. Unless we maintain that level in our Normal Schools our students can not hope to transfer to other colleges and universities the values of the work which they have done with us should they care to continue their undergraduate study in education, or when they have completed it, go on to further work as post-graduates. Moreover, in a nation such as this, where the completion of collegiate work becomes both a social and an economic asset, through failing to maintain this level in our teacher-training institutions, we have no right to deprive our students of the possibility of so transferring the values of their work to any college or university in the land.

But the teacher-training institution cannot be a college. The traditional college was an academic institution. It provided a cultural, a liberal, an academic education, and it was bound by like traditions. It has, it is true, developed some forms of professional education, such as engineering, medicine, and law, but in these the content of the curriculum was unquestionably of post-high school character. The colleges in their evolution had dropped, one by one, from their curricula, such phases of subject-matter as were assumed, first by the high schools, and later, in some cases by the elementary schools. The Normal School, however, has had to maintain a curriculum where much of its content, in name if not in fact, has of necessity been similar to the subject-matter of the elementary schools. Its courses have been arithmetic rather than calculus, geography rather than geology, and the reading of primary English rather than the reading of elementary Greek. The Normal School cannot be a college, if to be such necessitates the exclusion of elementary school subject-matter.

Again, from the collegiate point of view, the college has provided four years of study towards a degree. It views the degree as evidence of past attainment, whereas the professional teacher-training school is looking forward to a possible future attainment. The Normal School, moreover, is bound by other than academic or merely professional ties. No one would dare say that a professional course of two years in length would provide as good teachers as one of four years. But it is questionable whether the state has the moral right to exact four years of preparation for elementary school teaching until, on the one hand, it is able to provide a well-equipped graduate of a two-year course for every single schoolroom in the state, and, on the other hand, until even the most remote of communities is able and willing to provide a remuneration for such graduates as is commensurable with their training. It is debatable whether it should even encourage students to invest that amount of time in such preparation until the students have been in actual teaching a sufficient term to know that it is in teaching that they wish to invest their life services rather than in homes and children or in some other profession. The Normal School cannot be a college, if to be such necessitates inflexibly a four-year course of study.

The reconciliation of this paradox lies in an understanding of the meaning of the word "college." To be a "college" should not

consist in a certain type of organization, but rather in the maintenance of those standards, the standards of work, of scholarship, and of teaching personnel, which have made the college what it is. In so far as a Normal School does maintain these standards it is a college, whether its course be two, three, or four years. Whatever the length may be it need not be determined by its collegiate standards, but rather by the social, the economic, and the professional standards by which the preparation of an elementary school teacher is measured.

If the work be of collegiate standard, the degree will follow in due course for those who wish it and the work done by the Normal School student can be transferred anywhere. In this respect the onus of proving that the work is of collegiate character is upon the Normal School itself, not upon the colleges and universities to accept it unquestioned.

These standards which we must meet are standards of work, standards of method, standards of instructional worth, and are not standards of content. There is no reason why arithmetic, though it is a part of the curriculum for the elementary school, cannot be in quality and worth, through professionalization, the equal of any collegiate course. There is every reason why geography and history should be. Collegiate standards must be met by our instructional force, not necessarily in the externals of degrees and bare years of college attendance, but actually in terms of professional character, in terms of professional preparation, and in terms of professional experience. In our training, laboratory work is a prime essential. We cannot expect students to be teachers without practice. To place such work on a collegiate level, however, is absolutely necessary, if we are to meet and to maintain college standards. Here, again, it is a matter of method, the gradual and protected introduction of a student to the problems of teaching, not a matter of the type of content. To inquire, in concrete terms in a practice-teaching course, into the mind of a child, is as high an educational effort as to inquire, in concrete terms in a laboratory course in zoology, into the brain of a frog. If the latter is of collegiate grade, surely so must the former be. To do this practically and well necessitates a close and sympathetic touch with the elementary school, not alone in a model form, but in its stark realities. The laboratory work of the Normal School cannot reach its heights until it has both the confidence and the co-operation of the public school.

When we have done these things in our teacher-training institutions we have reconciled the paradox. Our Normal Schools are then colleges in all that makes a college of worth, and are not colleges in those elements imposed by the necessity of training for the service of teaching in elementary schools. It is unnecessary to ape the college organization. It is absolutely necessary to maintain the standards of college work, because only in so doing can we guarantee the continued presence in these halls of students who will raise the standards of the teaching profession and themselves meet the standards set for college students.

I do not know just how these problems may be solved, but I do know we are nearer a solution when we have evaluated the component parts and are aware of the needs of the school. With the wise guidance of our state department, with the mature judgment of this faculty, with the co-operation of our neighbors both lay and professional, and with the inspiration of these and future students, this school intends to maintain and increase that reputation for professional leadership, for sound professional doctrine, and for contributions to the educational progress both of the Commonwealth and of the nation, which is one of the most priceless possessions of its tradition.

VICTORY IN DEFEAT

EDWIN MARKHAM.

Defeat may serve as well as victory
To shake the soul and let the glory out.
When the great oak is straining in the wind
The boughs drink in new beauty, and the trunk
Sends down a deeper root on the windward side.
Only the soul that knows the mighty grief
Can know the mighty rapture. Sorrow comes
To stretch out spaces in the heart for joy.

THE MONEY VALUE OF AN EDUCATION

J. S. KINDER

Pennsylvania College for Women, Pittsburgh

Herbert Spencer once said that the educated man is the one who has touched life in the most places. Then, we may well ask, how can we touch life in more places, and what will we gain by having done so? Consciously or unconsciously these are the questions that thousands of people face semi-annually. These are the questions of youth, and of parents. In the autumn when the high schools and colleges open, grave and far-reaching decisions are to be made. Is the boy or girl to remain at home, to enter some hastily chosen vocation, or to return to high school or college? At commencement, in the spring, the same questions are there, but in new shape and form.

Let us see what one gains from an education. Someone has said that the most valuable right of education is the broadening, deepening, and refining of human life. It might well be put that an education elevates one's desires and aids him in fulfilling these desires. Thus, it must give him the means to satisfy his social nature, his moral and religious fervor, his mental yearnings, his desire for leisure and recreation, and a host of others. Nature has endowed man with a social proclivity. Education will give him the means of satisfying this nature more perfectly than if he is left to depend upon his original instincts and capacities. Each of us must be taught that we represent a unit in our society and that there are multiple obligations attached thereto, and from which there is no escape other than through the avenue of "fulfilment." This determines who shall be leaders. The mental yearnings are no less important. Former President Hyde of Bowdoin College has fittingly enumerated what a man gains in this respect from going to college when he wrote: "To be at home in all lands and all ages; to count Nature a familiar acquaintance, and Art an intimate friend; to gain a standard for other men's work and the criticism of one's own; to carry the keys of the world's library in one's pocket, and feel its resources behind one in whatever task he undertakes; to make a host of friends among men of one's own age who are to be leaders in all walks of life; to lose oneself in generous enthusiasms and co-operate with others for common ends; to learn manners from students who are gentlemen; and to form character under professors who are Christians—these are the returns of a college for the best four years of one's life."

These results of an education can no more be measured empirically in terms of dollars and cents than honor, courage, and love can be measured with a score card. While these higher things of our nature are priceless rewards which true education brings, we must not overlook the means by which these goals are to be reached. The material gains should be made clear to two groups—to those whose votes and whose wealth support education, and to those who are in a position to take advantage of the education offered—the taxpayer and the youth.

A noted chemistry professor has found that the net material value of an average 150-pound human being is 98c. He contains enough water to wash a pair of blankets, enough iron to make a ten-penny nail, magnesium enough to explode a toy cannon, lime enough to whitewash a chicken coop, and enough sulphur to kill the fleas on a good-sized dog. All these elements can be purchased at the drug store for 98c. Yet Germany put in a claim at the end of the war for $72,000 for every fourteen-year-old German boy killed. The mere mechanical power value of a man is only about $10 to $25.

Before the war a ton of iron ore was worth $3.50 to $4.00; if melted into pig iron it was worth $13 to $15; if pressed into steel rails, $28 to $30; if made into crowbars, $35 to $40; ten-penny nails, $50 to $60; carpet tacks, $200; sewing needles, $5,000; and if made into hair springs for watches, $10,500,000.

The same thing can be shown for millions of articles. A load of sand in itself is of little value, but if after skilful refinement it finds its way into some famous make of lenses, its value has been increased a thousandfold. A small piece of canvas, a few brushes, and a little paint can be bought for a few dollars, but add to this a Millet or a Rembrandt, and you have a picture worth $150,000 to $500,000. It is not the material or the mechanical power that goes into a product which produces its worth, but genius and skill.

If we seek to find an explanation of the phenomenal growth of Germany during the last half of the nineteenth century; a nation with limited resources, but excellent public schools; and of the comparative sluggishness of her neighbor, Russia, which has a vigorous and talented national stock and vastly better resources, but poor educational facilities, we must undoubtedly come to the conclusion that industrial training alone can account for it.

Former President Vanderlip of the National City Bank of New York, after studying the underlying causes of Germany's economic success, says: "I am firmly convinced that the explanation of that progress can be encompassed in a single word, the 'schoolmaster.' He is the great cornerstone of Germany's remarkable industrial success. From the economic point of view the school system of German stands unparalleled." That the Prussian schoolmaster won the Franco-Prussian war is a stock saying.

A comparison of Russia and Japan leads to

similar conclusions. Racial and climatic differences fail to account for these wide variations.

The natural resources of a nation cannot be developed until that nation builds up an educated citizenry. The untouched wealth of Asia Minor and Russia is mute evidence of this fact while the highly industrially developed nation of Germany stands in bold contrast.

Prior to the World War it was said that the earning power of the Oriental farmer with his bullock and stick plow was 6c. daily, the Russian peasant farmer with crude tools, yet better than those of his Oriental neighbors, was able to earn 14c., but in America where the farmer used the most scientific methods and improved machinery his daily earnings were many times those of the farmers of less enlightened nations.

It has been shown time and again that the earning capacity of a people is in direct proportion to the efficiency of a nation's school system. In 1899 Dr. Charles Dabney compiled the following data:—

State	Average Schooling	Average Annual Per Capita Production	Average Daily Per Capita Production
Massachusetts,	7 years	$260	.85
United States,	4.4 years	$170	.55
Tennessee,	3 years	$116	.38

The figures explain themselves. They have changed today, but the relation between earning capacity and schooling remains the same.

Horace Mann, a great American educator of the past century, was wont to use the example of the savage and transportation. A savage can swim a river with only a dozen or two pounds strapped to his back; if he can invent an axe, fell some trees and fasten them together into a raft he can transport many times a dozen pounds; if he can learn to saw the trees into lumber and fashion this lumber into a boat, he can increase the carrying capacity a hundred fold; and, finally, if he can learn to build giant leviathans his carrying capacity is increased a millionfold. More than increasing the load he has increased the distance it can be transported. This evolution is dependent upon education.

The necessity for an education is steadily growing. Commerce, industry, the professions, the business of making a living, of saving money, and of life is becoming more and more complicated. In the Colonial days life was relatively simple. The virgin soil was fertile and game abounded in every valley and on every hillside. Manufactured articles were made in the home, but today it is all changed, and we are dependent one upon another. If it were a "survival of the fittest" then, it certainly must be so today.

A principal of one of the schools of Brooklyn, N.Y., has for several years used a rather unique scheme of keeping his pupils in school after they have reached the compulsory age limit. If a pupil comes to him saying he is old enough to drop school now, and has decided to get a job and go to work, the principal assumes a pleased attitude, and remarks something to this effect: "That is fine; I am willing to help you get a job, but first you must show me that you can do the work. I am going to give you a little problem. Take it home and work it out; if you have any trouble ask your father to help you to solve it. Bring it back tomorrow, and I'll see what I can do for you." Thereupon he hands the boy a little pink slip upon which is printed this example: "If men without high school education averaged $1,000 as a yearly income, how much more in forty years did men earn who had a high school education if their yearly average was $2,225?" It is almost needless to say that the majority return the next day saying that father thought it best for him not to go to work until he had finished high school.

Does education pay? Pre-war salaries of the New York Bridge Department throw some additional light on this question. Positions demanding only reading, writing and arithmetic, the conventional three "r's" if you please, paid $982 yearly; positions demanding high school and commercial education, $1,729; and positions demanding two or three years' college or technical training in addition to high school paid $2,400.

Every day spent in school pays the child more than $10. This has been found by figuring up the amount earned by people who leave school at the eighth grade, or before, for a period of years; then calculating what high school graduates earn for a like period, subtracting the two sums, and dividing by the number of days spent in school. Let us take a specific case and see how it works out. The data of the New York Bridge Department as quoted above are suitable:—

The uneducated laborers earn on the average $982 per year, or for forty years a total of $39,280.

The high school graduates earn on an average $1,729 a year, or for forty years a total of $69,160.

This education required twelve years of school of 180 days each, a total of 2,160 days in school.

If 2,160 days in school adds $29,880 to the income over forty years, then each day in school is worth $13.83.

In Brooklyn it was found that those who left school at the age of fourteen and worked until they were twenty-five had earned on an average a total salary of $5,112.50—this for eleven years of work. Those who left school four years later at the age of eighteen had in the seven years remaining before they were twenty-five earned $7,337.50. In other words in four years less time the high school graduates had earned over $2,000 more money. From the money side it pays, and pays well, to continue one's education.

The Newark, N. J., Evening Technical School is authority for the information that night school graduates before they are twenty-two years old surpass the unskilled workers in salary, and at forty years of age they receive twice the salaries paid the average skilled machinist in New Jersey.

"The educated mind is the greatest producing agency in the world, without which fertile soil, timbered land, and mineral deposits are but so much useless material. The state that fails to educate dooms its children to industrial subjugation by those from states that educate. More than once have natives lost their land from lack of education. Shall we prepare our children to hold this land?"

Schools are a paying investment for any state; education is not a charity, but the best of paying investments. Years ago our fathers fought and won the greatest battle ever waged in America—that of free schools. They established the principle that the wealth of all the people should help educate every child. Dr. Ellis of the University of Texas estimated in 1917 that Texas was spending annually on alcohol and tobacco $139,000,000, and on education $18,000,000, or seven and a half times as much for alcohol and tobacco as education. Today, the amount spent for alcohol has been reduced, but the tobacco bill is mounting higher and higher each year. To this bill we might well add the sums expended for chewing gum, candy, and picture shows. Dr. Ellis goes on to say that it would cost each citizen one cent a day to double the state's educational fund.

More than a decade ago it was found that New York State farmers received an income in direct proportion to their education—of 1,007 farmers with only a district school education the average yearly income was $318, of 280 with a high school education it was $622, and of sixteen with a college education the average income was $847.

Let us see what happens when we investigate higher education. Graduates of Princeton of the class of 1901 received the following average incomes for the first ten years out of college:—

Year	1	2	3	4	5	6	7	8	9	10
Salary	$706	$902	$1199	$1651	$2039	$2408	$2382	$2709	$3222	$3804

These salaries are about double what non-college men were getting at that time. Similar compilations have been made for practically every college and university in the land, with the same general results. A large Middle-Western University compared the salaries of college graduates with non-college graduates in the same line of work, under conditions where the two groups were as nearly identical as could be found, except for education, and found the college education to be worth $25,000.

Mr. Straus, vice-president of Macy's Department Store of New York, is a college graduate, and he prefers to employ college people, other things being equal. He thinks the colleges enable men to develop initiative and confidence, and that there are fewer misfits.

"The Standard Oil Company employs no office boy who has not been to high school. Every office boy is a potential administrator. The company knows that the high school boy is better stuff for its administrative force than is the elementary school boy." (Pennsylvania's Children.)

What are your chances of becoming one of America's distinguished citizens, of becoming wealthy, of securing a position of responsibility? About a decade ago the book entitled "Who's Who in America," which then contained the names of more than eight thousand men and women who had accomplished some worth-while task, gave the following:—

5,768 of these had a college education.
1,245 of these had only a secondary education.
808 of these had only an elementary education.

One out of every 188 college graduates was on the list.
One out of every 1,728 with secondary training was on the list.
One out of every 37,500 with elementary training was on the list.

Recently, "the publishers of 'Who's Who in America' have given in the 1924-25 edition an interesting analysis of the 24,278 names listed in the 1922-23 edition:—

Of the 22,075 who furnished sufficient educational data, 61.2 per cent. were college graduates, including graduates of United States naval and military colleges.
1.64 per cent. completed their education in normal schools.
5.35 per cent. completed their education in public high schools.
7.13 per cent. completed their education in academies, seminaries, etc.
8.52 per cent completed their education in elementary schools.

"The average birth-time of the present 'Who's Who' notables was around 1870. A mechanic's son, born then, had thirty times, a farmer's son seventy times, a business man's son 1,400 times as good a chance as an unskilled laborer's son to win a place in the 'Who's Who' of 1922-23. But the clergyman's son was the luckiest of all with an advantage of 2,400 to one over the unskilled laborer's son. This is undoubtedly due to a combination of factors of which education is one." (Cleveland School Topics.) It takes only a glance to see that there is small chance for the boy or girl with no education, or only a grammar schooling, of being able to find his or her name in the coveted book. By staying in school through high school you multiply your present chance of success by 9.2, and by

going on through college it is increased 199.5 times. Of all the people in the United States who are considered wealthy there are 277 times as many college people as non-college. Less than 1 per cent. of the American men are college graduates, yet this 1 per cent. has furnished

50 per cent. of the Secretaries of the Treasury.
55 per cent. of our Presidents.
54 per cent. of the Vice-Presidents.
36 per cent. of the members of Congress.
47 per cent. of the Speakers of the House.
62 per cent. of the Secretaries of State.
67 per cent. of the Attorneys General.
69 per cent. of the Justices of the Supreme Court.

And in addition to this we must keep in mind that 50 per cent. of the men composing the constitutional convention were college bred. President Coolidge and all the members of his cabinet with one exception are college men. It is needless to say that the Speaker of the House of Representatives, the President pro-tem of the Senate, and all of the Justices of the Supreme Court are college men, also.

Certain magazines and small politicians delight in throwing the spotlight on big men who have little or no education; men who arose from day laborers to positions of prominence. There are a few such men, and far be it from me to try to besmirch their records. They are enviable records, but it is well for us to realize that these men possess unusual original ability and that they have supplemented this with ardent and systematic private study to counteract their lack of scholastic training. "Considering the time of life when education ought to be done, the most costly education with the minimum of results to the individual is that picked up here and there as life presents opportunities." The schools effect an enormous saving in time and costly mistakes for young people. Besides, the schools offer aspects of training which cannot be had elsewhere.

Occasionally, some one says that the boy or girl of today goes to college at the peril of his or her soul. The same could be said of walking through the park or going to the theatre. The college has no more pitfalls than any other aspect of life, in fact it has fewer. Statistics will bear out the statement that college men and women are stronger physically, mentally, and morally than a group of the same age picked up at random. It has also been said that the colleges and universities are making fools. Fools are not made, they are born.

Possibly the greatest criticism of the college graduate is caused by a few who try to tell the world that they are college graduates, and in so doing make themselves about as popular as a saxophone player on the sixth floor of an apartment. The graduate needs to make the world see and feel that he is a graduate by the things that he accomplishes. Some people go out from college with the feeling that the world owes them a living because they can place a few selected letters of the alphabet after their names. These letters will not cause people to kow-tow to them. Economics teaches us that the world owes us only standing room and if we want more we must earn it. The niche in the hall of fame cannot be secured any other way. There are graduates who feel it beneath their dignity and importance to accept a subordinate position. This over-estimation of self-importance has caused many failures. Education never has been and never will be a substitute for hard work. The college graduate who is willing to accept even a subordinate position provided there is some chance for advancement, and does his work better than any one else has ever done it, is sure to reach the top. Some people, both the educated and the uneducated, go roaming about from one job to another. They are like the old bell-cow who sees a better pasture in the meadows which always lie just beyond. They need to roll up their sleeves and get to work. Of course, if there is a chance for a change which means advancement—a step up—it should be gladly welcomed. Just as some are continually looking for a smoother pathway there are others who are content with the pathway of life as they find it. The conservative and the progressive, either of which when they reach the ultra stage diminish their usefulness. Mr. Straus has well said: "Education is not a golden key to the door of success. The door of success must be battered down. Education gives weight to the battering ram and power to the biceps behind it."

The army of students in our high schools and colleges is rapidly growing. These enrollments in themselves indicate our faith in education. "Over 23,000,000 children are enrolled in the schools of America. It takes 750,000 teachers to teach them. The schools cost $1,500,000,000 a year, and pay larger dividends than Ford stock or Standard Oil."

We may well ask, should everyone receive a grammar school education, a high school education, a college education? To the first part of the question the answer is emphatically, Yes. To the second part we are not prepared to answer so readily. To the third part the answer must be No. Higher education for all is practically and theoretically out of the question. Not all the young people of this fair land can go to college, or profit from its instruction, if they should go.

Like a good teacher in closing I shall summarize the points which I have used to substantiate my arguments as to why an education pays financially. It pays the state to educate its citizens because they are thereby enabled to render more efficient service to the

state. It pays the individual because educated people receive better salaries and multiply their chances of success and prominence many times. The money value of an education can be estimated only in terms of thousands of dollars, yet do not get the idea that the money value is the only asset of an education. Its general culture, aesthetic appreciation, preparation for citizenship, as well as the close relationship which exists between education and the production of wealth are attested by the statistics of college enrollments, endowments, the increased enrollments in our high schools, night schools, industrial schools, the judgments of leading men in commerce, finance, trade, and industry, and the greatest of all, the confidence of the American people in every walk of life.

IMPROVING TEACHING IN ONE-ROOM SCHOOLS

Educators have had great hope that the people on the farms would see the advantages of the centralized school with conveyance of the children to and from school at public expense; but the one-teacher school will be the only elementary school which many farmers' children will have for many years to come, and attention is being given to means for making these schools as good as they can be made.

Illinois has made little progress in consolidation of districts and less in centralization where consolidation has been effected. The principal cause is that there is a community high school for every eight miles square in Illinois. The older children being able to attend a high school while living at home has removed the greatest urge for the centralized school.

There are in Illinois 10,044 one-teacher schools attended by 200,000 children. They form a large and difficult problem. Francis G. Blair, state superintendent of public instruction, when he was elected eighteen years ago, gave serious attention to these schools. He was the first state superintendent to appoint a supervisor of rural schools. Since then such an official has been appointed in almost every state. To this position he appointed U. J. Hoffman, for twelve years county superintendent of LaSalle County. Mr. Hoffman originated the plan of Standardization in 1908. This scheme, adapted to conditions in other states, has been adopted by three-fourths of the states. By this plan four thousand schools in Illinois were improved to fully meet the standard set by the state and many more were improved in some of the essentials. Public sentiment was created so that in 1915 the Sanitation and Safety law was passed, which required every schoolroom to be properly heated, ventilated, seated, lighted, with proper toilets and water supply and safety against fire, under penalty of withholding the State School Fund from those which do not comply. The county superintendent's approval must be secured before a schoolhouse can be built or remodeled or furnished. The results have been marvelous. The people responded readily to the leadership in these improvements by the county superintendents. Most of the schoolhouses are in fit condition, having been remodeled and furnished to comply with the law. Over two thousand one-room schoolhouses have been replaced by new ones which meet every requirement for a fit place to teach children. The interest created in better schools is quite as valuable as the improved conditions.

Now that schools can be kept under favorable condition it is proposed to organize and conduct the schools in such a way that both pupils and teachers can do the work proper to each. Superintendent Blair has issued a pamphlet of sixty-four pages, prepared by Mr. Hoffman, which has met with great favor, being used as a text in many normal schools in different states, and being in great demand by state supervisors of rural schools and county superintendents.

The Journal is pleased to present the vital features of Mr. Hoffman's plan.

Public schools were "graded" and pupils were taught in groups exclusively to economize the teacher's time by reducing the number of classes. When a prescribed course of study was adopted in the one-teacher schools the pupils were there taught as in the graded schools—in classes in every subject every day. This resulted in thirty to forty class periods a day. Necessarily, the teacher became a hearer of recitations instead of an instructor and trainer of children. Thus the one-teacher school was reduced to an absurdity.

The improvements needed in the one-teacher school in general were to so organize and conduct it that the pupil might study effectively and the teacher have time to render all the assistance needed. Specifically, the improvements needed were:—

First: Properly house the children, furnish the school with the facilities for good work, provide conditions which conserve the comfort and health of pupils and teacher.

Second: Reduce the number of class periods..

So long as people continue to think about the education of young people, so long will improved ways be found for doing both new and old things.—Otis W. Caldwell.

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THE SAMPLE TEXTBOOK COLLECTION IN THE NORMAL SCHOOL

ETHEL M. FULLER

Librarian, Central State Normal School, Lock Haven, Pennsylvania.

With other recent developments in teacher-training institutions comes the importance of the Sample Textbook collection. It is one of the most important features of Central State Normal School, Lock Haven, Pennsylvania, and the idea interests all those who have caught it and its working possibilities.

A collection of sample textbooks is the ban of office existence for every school man, whether superintendent, principal or teacher. If some collection of sample books left by the ever-present agent is not found in every principal's office, it is because some order-loving person has found a place for them in the storeroom, basement or attic. For the most part, they are more useful stored away thus, than taking up valuable space in the, usually, small office. It was from such a collection that the idea originated of the great importance a collection of sample textbooks, well organized, might be to the normal school. The Sample Textbook collection at Central State Normal School contains about 2,000 volumes and represents all textbooks used in the state of Pennsylvania and the most important published east of the Mississippi in the northern and middle states.

There is no system of evaluation used to determine what books shall be added. There is a definite purpose in adding all textbooks, and this is embodied in the fundamental use of the sample textbook collection in the normal school.

It is as necessary for a teacher to know the material with which she is to do her work as for her to know the methods by which she expects to obtain definite results. One of the most important of her materials is the textbook. Education of one-text is a thing of the past. No longer may a teacher depend on the material of the one textbook given her to teach from. She must know supplementary material and much of this she obtains from the

use of other textbooks. She must be competent to judge a textbook. She must know what she expects of it, where its faults are, and what its strong points are. She must be able to judge when a better textbook is at hand. It is while our students are in the normal school that they should learn to know a good textbook. They should be acquainted with all of the most important and the latest, when they leave us.

The textbook collection furnishes a laboratory for this purpose. The collection in this school is housed in the library and is directly under the supervision of the librarian. The library is the book laboratory of the school and it naturally falls to this department, with the co-operation of the Educational Department, to organize the textbook laboratory. Methods classes are brought directly to the library for the study of textbooks, and the instructor has access to the latest and most important publications. He has all types, and is enabled to point out the weak features with the books containing them before him as easily as the strong and desirable features of the good textbook.

This is the main purpose of the collection. By constant correspondence with the publishers on the part of the Educational Department, it is kept up-to-date. Old editions are withdrawn when replaced by newer ones so that the collection does not become clogged with useless and dead material.

Another important use of the collection is that made of it by teachers in the surrounding districts, not connected officially with the normal school. It serves as a centre to which they may come from time to time to discover what has happened in the field of textbooks that they may have missed. It has shown itself to be a fountain of usefulness to the country teacher who comes to us for a summer session.

Organization for efficiency has been rather thoroughly worked out by the library. The books are classified by a system based on the Dewey decimal system. They are catalogued by author, title and subject, the catalogue being separate from that of the main library. The books do not circulate to students but only to the members of the faculty. The collection yields valuable reference material to the library not overstocked with extra copies of much demanded stories and poems, and it also gives much assistance to the seeker of history stories and holiday material for classroom use.

The sample textbook collection idea in this school originated in the Department of Education. It was handed over to the library in process of growth when the need for organization became apparent. Its worth to our students and all others who use our school, makes it well worth the time needed for organization. The librarian, whose schedule is always full, can not welcome such an immense addition to her work until its value has been fully proved. We are proving again and again that it is worth while. Perhaps what makes it so more than anything else is the fact that it is kept up-to-date and complete, and this is the work which requires time.

THE MAJESTY OF THE MIND

ALFRED OSMOND

Head of the English Department of the Brigham Young University, Provo, Utah.

Bid me not sail to foreign strands
To view the scenes of distant lands
Where thrones of pomp and shrines of art
Entrance the soul and charm the heart.
All these and more are here enshrined
Within the palace of my mind.

Bid me not seek when I'm distressed
The charms that soothe the savage breast,
The liquid tones of music sweet
That make the joys of life complete.
The sweetest tones that I shall find
Are in the silence of my mind.

Bid me not seek the wide world o'er
For friends to love me evermore,
To share with me the life I live
And give me all their hearts can give.
The dearest friends that I shall find
Are these companions of my mind.

Bid me not seek in mystic lore
For magic keys that ope' the door
To burning lakes of brimstone flame
That cleanse lost souls from sin and shame.
The lowest depths of hell I'll find
Within the confines of my mind.

Bid me not seek a martyr's death
That with my life's departing breath
My soul may mount on pinions bright,
To seek celestial realms of light.
The highest heaven that I shall find
Is in the kingdom of my mind.

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NEW YORK'S OPEN SCHOOL WEEK

President George J. Ryan of the New York City Board of Education issued the call for the Fifth Annual Open School Week. The original Open School Week of New York City, 1920, is supposed to have been the forerunner of the now famous American Education Week. From President Ryan's letter for Open School Week, 1924, we quote the following:—

"For four full days and evenings public school buildings and the classroom work of day schools and night schools will be open to taxpayers and parents, especially fathers.

"Whether you are a famous lawyer or a young lawyer just beginning practice, a merchant prince or keeper of a small retail store, an editor of nation-wide repute or a cub reporter, club leader or recent immigrant, you are cordially invited to visit at least one school at work next week.

"How long since you have been inside a public school classroom? Have you ever seen little tots of six years old who, after being in school only three months, could read better and with more enjoyment than you could after you had been in school two years?

"Have you seen a youngster of ten or a high school girl of fourteen conducting a lively recitation in history or civics, with results that were never dreamed of when you went to school?

"It is doubtful if any other instructive entertainment offered in New York City could interest you in so many ways as will an open-eyed visit to a day school or a night school for the purpose of seeing what the building is like, what the teachers are like and what the work done by pupils is like compared with what you knew when you went to school.

"This year's Open School Week can be made to mean more than it ever meant before because the Board of Education is making a co-operative and constructive survey of the day and night schools, the public lectures, the training schools for teachers, and the method of spending about $100,000,000 a year in educating nearly 1,000,000 boys and girls.

"Another reason why the School Board's invitation to examine school work carefully is of special importance this year is that it is now well along with a school building program that will cost $160,000,000. Surely those whose children are to use these buildings, whose taxes are building them and whose property and neighborhood spirit are to be influenced by them, have reason for seeing with their own eyes what these buildings look like and how the work inside them cramps or liberates Young America's spirit and capabilities."

Every man casts his own shadow.—Charles F. Thwing.

EDUCATIONAL FORUM

COOLIDGE TO THE SCIENTISTS.

Addressing three thousand members of the American Association for the Advancement of Science and Allied Societies, at Washington, President Coolidge said in part:—

"It has taken endless ages to create in men the courage that will accept the truth simply because it is the truth. Ours is a generation of pioneers in this new faith. Not many of us are endowed with the kind of mental equipment that can employ the scientific method in seeking for the truth. But we have advanced so far that we do not fear the results of that process. We ask no recantations from honesty and candor. We know that we need truth; and we turn to you men of science and of faith, eager to give you all encouragement in your quest for it.

"You represent the interests, the forces and the endless activities which literally from day to day are conquering new domains and adding them to the imperial realm of human knowledge. The future of civilization is well nigh in your hands. You are the wonder workers of all the ages. The marvels of discovery and progress have become commonplaces, simply because their number has paralyzed the capacity of the mind for wonderment. Those of us who represent social organization and political institutions look upon you with a feeling that includes much of awe and something of fear as we ask ourselves to what revolution you next require us to adapt our scheme of human relations.

"But we know that you are animated by a profound purpose to better the estate of men. We are confident that society will somehow devise institutions capable of adaptation to the changed circumstances with which you are surrounding the business of living in our world. We trust ourselves to you, perhaps with some doubt as to what you may finally do with us and to us, but at least with firm convictions that your activities will save life from becoming very monotonous. And besides, we realize that if we did not give you our confidence you would go ahead without it."

—o—

Another great radio achievement: Australians danced to music broadcasted at Pittsburgh, Pennsylvania, 11,000 miles away.

—o—

GOOD JOBS? GOOD MEN.

Ask almost any boy what he wants when he leaves school and he will tell you "a good job."

There isn't any such thing unless you are a fatalist and believe luck is to be depended on. At least there are no good jobs vacant.

There are only good men.

Any good man in a job makes the job worth while, as long as he is in it. When he goes on to another job, that becomes worth while in turn. But the job he leaves ceases to be good unless it is once more filled by a good man.

There is plenty that is important to be done in the world, but it will all be done, to the end of time, by those who are trained and able to do it.—Chicago Examiner.

—o—

Sugar is expected to be made from dahlias as a commercial proposition by a new crystallizing process. Sugar in the levulose form, which is the sweetest sugar, can be made from dahlias and ten tons can be raised on the acre and more than ten per cent. is levulose.

FIRST PERSON SINGULAR.

[Los Angeles Times.]

In some of the schools of Los Angeles pupils are not permitted to begin literary compositions with a capital "I," and the stressing of the personality of the writer by the frequent use of this letter is discouraged. Formerly teachers paid scant attention to such little touches of gentility. It is being argued by some persons that by this suppression of the "I," as well as in other practices, our educators are putting a club in the hands of those who are pointing out that our present school system does not make for individuality.

The fact that "I" is sometimes a very much overworked word should not destroy its value in school or out. Of late years it has been adopted by European sovereigns instead of what was really the ambiguous "we." In the old days one never felt certain whether a king was speaking for himself, his government or his whole country. In his recent speech from the throne King George made scant use of "I" and none of "we" as a variant, but instead employed the term "my government." The question arises whether the dictates of modesty are better served by the use of the possessive pronoun in such a way or by a frank, outspoken "I," though in this case it would seem to indicate a recession of royal prerogative.

Most of our Presidents, and particularly Roosevelt and Wilson, have not been afraid to use the word "I" as often as they pleased. Coolidge, though of strong personality, employs the perpendicular letter but little. In his latest message to Congress it is used so sparingly that one would sometimes like to insert it. Yet, when it seems necessary for him to repeat it to gain a point, he does not hesitate to do so, as in this paragraph, in which the word occurs four times:—

"When I approved the present tax law I stated publicly that I did so in spite of certain provisions which I believed unwise and harmful."

The omission of a single "I" from this sentence would cripple its force.

Montaigne liberally sprinkles his pages with "I'" and so do Franklin and Whitman. Thoreau apologized for the frequent use of this pronoun in his writings and conversation by saying: "I should not talk so much about myself if there were anybody else whom I knew as well." Browning, while not much given to self-exaltation, saw no good reason to hide himself behind expressions more remote than "I." He lugs himself in by the boot straps, however, in one of his poems by audaciously referring to "Robert Browning, maker of plays."

Paranoiacs, imbeciles and inebriates are strongly given to insistence upon the "I," and so are master criminals. Just before the headsman's axe descended upon the neck of the fiendish young Prussian who not long ago confessed to the murder of twenty-seven men and the cutting up of their bodies, the condemned man made a long statement, every sentence of which began with the word "I."

On the other hand, there are people so full of genteel timidities that they have a horror of the harmless capital letter. For years the editor of a leading New York magazine used to substitute "the writer" or "the present writer" for every "I" he found in an article, though most of his readers doubtless would have preferred it to the more impersonal expression.

While it is well for educators to implant in our youth sentiments that make for such character as "vaunteth not itself and is not puffed up," they should avoid the inculcation of any ideas that may lead to the formation of a self-depreciatory habit or too humble an attitude before the world.

BOOK TABLE

[No publisher or author dictates one line that goes on this page. Nothing is said on this page that the Editor or his official representative does not believe to be true.]

THE STORY OF THE ENGLISH. By H. A. Guerber New Edition. Up-to-date. Cloth. Illustrated. 370 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

The Guerber's Historical Readers, eight in number, have long been the standard texts for schools, but the World War, the Versailles Treaty and the League of Nations add important material which is highly important in the interpretation of the English people. In all there are 115 notable chapters in this story of the English.

Recent events in the World's quarrels, industrial, commercial, opiumistic, and otherwise, jeopardize friendly relations between Great Britain and the United States which were never so important as they are sure to be in the immediate future. The school boys and girls of today will find many issues upon which they must think and vote as soon as they are in the game of life, and it is perfectly clear that English-speaking people must bear and forbear with each other when their interests clash, for their quarrels must not fester and become chronic differences.

Safety-First must be the slogan in settling all differences among English-speaking peoples, and it is of the utmost importance that school boys and girls should realize that down to the Colonial Period English history concerns American children as much as it does English children, and since in the near future Safety-First makes faith in one another indispensable boys and girls should read "The Story of the English" with a soft pedal on the Revolutionary War, which is dealt with fairly in little more than a page.

Of course American histories will always make that war loom large so that there will never be any danger of American children failing to be patriotically proud of the heroism of the Fathers who made the American Republic a noble fact, which makes the United States today more important to England than all of her Colonies, but it will be well to have them read "The Story of the English" without stirring up hatred all the time.

MANUAL, ONE BOOK COURSE, PROGRESSIVE MUSIC SERIES. With Book of Accompaniments. Edited by Osbourne McConathy, Department of Public School and Community Music, Northwestern University; Edward Bailey Birge, professor of Public School Music, Indiana University; W. Otto Miessner, composer, and formerly director of the Department of School Music, Milwaukee Normal School. Cloth. Boston, New York, Chicago: Silver, Burdett and Company.

The Progressive Music Series has had a remarkable hold of the school music world for many years and, naturally, it meets the demand of the day for a One-Book Course in which are five chapters of Primary Songs, twenty chapters of Intermediate Songs, with nearly half of the book devoted to Assembly and Community Songs.

As always in all books of this series "Progress" is the keynote. Even in Part One, Primary Songs, there are melodies based upon the tonic chord; upon the tonic chord with neighboring tones; with recurring diatonic figures, simple, varied, and melodies progressing by intervals.

There are more than 200 songs, every one of which is adapted to the place in progress where it is assigned.

By bringing together four directors of public school music the publishers have the advantage of men of wide experience who are intensely interested in having their teachers equipped with the best songs arranged for progressive achievement.

In an accompanying book are "Accompaniments for Songs in One-Book Course." Forty-five of these accompaniments are composed especially for these songs, songs as well as music written for this one-book course.

THE HIGH SCHOOL PRINCIPAL: HIS TRAINING, EXPERIENCE AND RESPONSIBILITIES. By Leonard V. Koos, University of Minnesota. Riverside Educational Monographs. Edited by Henry Suzzallo. Boston, New York, Chicago and San Francisco: Houghton Mifflin Company.

It is surprising that this is really the first book that has studied statistically and otherwise the facts, professional, educational and scholastically, of high school principals. Mr. Koos secured the data needed from more than 400 high school principals. Sixty-six of these were from communities of more than 25,000 population, 150 from 10,000 to 25,000, 101 from 2,500 to 10,000, 104 from 1,000 to 2,500.

Of these 421 there were 147 in the Central States, seventy-seven in the Western States, seventy-five in New England, sixty-seven in Middle Atlantic and fifty-eight in the South.

Of the 421 principals 380 are men and forty-one women.

The salaries of men principals are about the same in the smallest schools, about $900 more for men in the medium size and $3,500 more in large high schools, though there are few women principals in these schools.

Only 7.3 per cent. have had less than four years' college work, 23.3 per cent. have had just four years, and 68.8 per cent. have had more than four years. There are 66.5 with Bachelor's degrees, 22.7 with Master's degrees, few have Doctor's degrees, only 8.3 per cent. have no degree.

In this thorough way Mr. Koos has presented every important fact about high school principals.

EIGHT DRAMAS OF CALDERON. Freely translated by Edward Fitzgerald. Cloth. 517 pages. New York: The Macmillan Company.

Many people know Edward Fitzgerald as the translator of Omar Khayyam; few realize that he was an admirer of Spanish literature and that he translated eight of the dramas of Pedro Calderón de la Barca, who ranks next to Lope de Vega as the greatest of Spanish dramatists. We will go a step further: Few people in our country realize that Spain produced in Lope de Vega, Calderón, Tirso de Molina, Ruiz de Alarcón and their followers and successors a school of dramatists that will be noteworthy in literary history long after some of the ephemeral reputations of the present day here and abroad have vanished into oblivion. Let us stop a moment to quote Sir A. W. Ward, historian of the British drama, who says of the Spanish drama of the "Golden Age": "The really predominating dramatic literature of the earlier half of the seventeenth century on the continent of Europe was, however, neither the Italian nor the French, but the Spanish." Again he says: "To the English, as also to the French and Italian drama of the seventeenth and even of the eighteenth century, the prolific Spanish dramatists of the sixteenth and seventeenth supplied a whole arsenal of 'plots, incidents,

and situations.'" ("History of English Dramatic Literature," vol. III, pp. 265-7.)

This volume is a reprint, in the inexpensive "Eversley Series" published by the Macmillan Company, of Fitzgerald's free rendering of Calderón first published many years ago, and which has gone through a number of editions. The plays contained in the volume are: "The Painter of His Own Dishonor," "Keep Your Own Secret," "Gil Pérez the Gallician," "Three Judgments at a Blow," "The Mayor of Zalamea," "Beware of Smooth Water," "The Mighty Magician," and "Such Stuff as Dreams Are Made Of." Of these the last two and "The Mayor of Zalamea" are the most famous. "The Mayor of Zalamea" was produced in America only a year or two ago by Leo Ditrichstein under the title of "Might Makes Right." "The Mighty Magician" (El Mágico Prodigioso) is one of the greatest of world dramas—a treatment of the "Theophilus legend" of the devil-compact, utilized in Marlowe's "Doctor Faustus" and in Goethe's "Faust." "Such Stuff as Dreams Are Made Of" (La Vida es Sueño) is deservedly one of the best-known of European dramas—a philosophic and beautiful dramatic treatment of the idea expressed by Shakspere in "All the world's a stage." Fitzgerald has rather adapted than translated; his version is real English, rich, spicy, vigorous, but on the whole a fair rendering of the original. Despite the centuries that have passed, the plays of Calderón are as interesting reading today as in earlier times, and Mr. Ditrichstein has showed his faith in their availability for presentation even in the present materialistic age. This volume should be in every public and school library in which proper attention is paid to the great and lasting works of world literature.

ANTHOLOGY OF FRENCH PROSE AND POETRY. By Williamson Updike Vreeland, Professor of Romance Languages, Princeton University, and Régis Michaud, Professor of French Literature, University of California. Cloth. xii+435 pages. Price, $1.60. Boston: Ginn and Company.

The value of an anthology in teaching literature is unquestioned, and the pedagogical effectiveness of such collections of representative works, or extracts from representative works, is attested by the number of anthologies dealing with English prose and poetry, English and American drama, and even foreign drama, that are used in our colleges and schools. It is therefore not necessary to justify the existence of this similar anthology of French prose and poetry, particularly in view of the excellent critical taste that has been shown by the compilers in the choice of selections. Professor Vreeland, of course, is one of the leaders among American scholars in French, and Professor Michaud is an outstanding Frenchman who has spent some twenty years in this country as a teacher of French literature, with notable credit to himself and to his native country. Such a collaboration could not fail to produce good results, in this case that rare thing among textbooks—a volume that not only is useful in the classroom, but one that students will keep and cherish in after life, one that scholars will enjoy, one that libraries will find in demand for their reference shelves. The extracts begin with the 16th century and extend down to the 20th. Each author is given a brief introductory sketch, and numerous footnotes serve to make the text intelligible or to explain allusions of a literary, biographical, or historical nature. The volume is about evenly divided between prose and poetry; and drama appears in both forms of composition. Some fifty-odd writers are represented, including Malherbe, Descartes, Corneille, Pascal, La Rochefoucauld, Molière, LaFontaine, Boileau, Racine, Bossuet, La-Bruyère, Saint-Simon, Le Sage, Montesquieu, Marivaux, Voltaire, Rousseau, Chénier, de Stael, Chateaubriand, Lamartine, de Vigny, Hugo, de Musset, Sainte-Beuve, Sand, Michelet, Balzac, Gautier, Augier, Leconte de Lisle, Flaubert, Taine, Renan, Zola, Sully-Prudhomme, Loti, Verlaine, and Anatole France. An index of authors adds to the effectiveness of the book. An attempt has been made to avoid the "scrappiness" that is a common drawback in such books; there are few fragmentary selections, and practically all of the book (434 pages) is given up to actual text. The volume is a standard work, and well deserves the excellent reputation it has made.

THE NEW LATIN AMERICA. By J. Warshaw, Ph.D., Professor in the University of Nebraska, with an introduction by James E. LeRossignol, LL.D., Dean of the College of Business Administration, University of Nebraska. Cloth. Maps and illustrations. 406 pages. Price, $3.00 net. New York: Thomas Y. Crowell Company.

"Chile, which appears so narrow, and therefore small, on the map, would hold two states of the size of California and four states of size of Nebraska, and is actually larger than any country in Europe except Russia. . . . Even "little" Costa Rica would have room and to spare for New Hampshire, Vermont, and Connecticut, and Paraguay could encompass Indiana four times over. . . . Colombia could embrace Germany, France, Holland, and Belgium together; and countries of the combined areas of France, Italy, the United Kingdom, Spain, Belgium, Germany, Norway and Sweden could be carved out of Argentina, with just about enough left over to fit Connecticut and Delaware nicely into the remaining space. . . . Brazil, as is quite generally known, is larger than the whole United States exclusive of Alaska. . . ." These are but a few of the striking facts brought out in telling form by Professor Warshaw in this absorbing new book on Latin America for "the American of world vision." In vivid style, and backed by enormous resources of knowledge, the author demolishes "fallacies and fancies" current in American minds about our sister-republics to the south—not only the Spanish-speaking countries, but Portuguese-speaking Brazil as well. All our old prejudices and ignorance, our old superstitions and "cheap-Jack" air of superiority, are challenged by the reality so ably set forth by Dr. Warshaw. His book is fairly bursting with facts about the Latin American countries—their people, their racial make-up, their industries, labor conditions, import and export trade, domestic and international politics, social conditions, enlightenment and education, libraries, universities, the press, literature, art, music and the drama, the position of woman, child-welfare work, etc. Nor does he fail to discuss the opportunities for American capital and labor in Latin America and the mutual ignorance of each other shown by the Anglo-Saxon and Latin halves of the Western Hemisphere. But the fourteen well-written and interesting chapters which comprise the body of the book do not by any means constitute its sole value; the author has prepared also an appendix of almost fifty pages dealing with each of the Latin American countries in turn, closely packed with information on area, population, trade statistics, transportation facilities, currency, weights and measures, bank holidays, principal cities, etc., making practically a trade encyclopaedia of Latin America. Colored detail maps of the respective countries add to the usefulness of this "book within a book," which of itself more than justifies the price of the volume. A bibliography of books on Latin America and a complete index are also provided. The text proper is illustrated with attractive pictures of scenes from town and country in Latin America. The volume merits a place in public and private libraries, and on the reference shelves of export and import firms, and will serve admirably as one of the basic texts in courses on Latin-American history and economics.

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EDUCATION IN ACTION

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

The committee on medical scholarships of Bowdoin College has awarded from the Garcelon-Merritt Fund, four scholarships of $1,000 each to the following graduates of Bowdoin: Reginald F. Johnson, '24, of Brunswick, Philip H. McCrum, '21, of Portland, Philip G. McLellan, '21, of Caribou, Harold F. Morrill, '21, of Wells. Other awards were five scholarships of $600 each and twenty-five of various smaller amounts.

Medical schools represented include Harvard, Yale, Tufts, Boston University, University of Vermont, Western Reserve and University of Pennsylvania.

Members of the trustee board of the Tampa School District are planning on the opening of a large new Junior High School with the beginning of the Fall term. A nine-acre tract has been purchased in the North Tampa section and plans are being drawn up for a brick and stone structure containing twenty-five classrooms, auditorium, library and rooms for special departments.

A large athletic field and playground will adjoin the school and will be equipped with up-to-date playground apparatus and will be provided with space for the various sports which are enjoyed throughout the winter months in Tampa, including two baseball diamonds.

The School Board has planned a million-dollar school building program.

President Kenyon L. Butterfield, Michigan State Agricultural College, is having an easy time with the Michigan legislature.

George V. Buchanan, superintendent of South Norwalk, Connecticut, is making a New England record. When the schools utterly outgrew their buildings the Board of Education went to the Legislature for authority to vote bonds beyond the legal limit, and when this privilege was granted the citizens voted the bonds by a vote of thirteen to one, which we think is the New England record as to majority. As a result of this bond issue there are two elegant new Junior high schools and an elementary school building.

The following are the champions for 1924 in the Massachusetts Farm and Home Economics Clubs, selected from more than 10,000 members, as an-

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nounced by the State Club leader, George L. Farley of the State Agricultural College.

Ralph F. Sturtevant, 15, Halifax, poultry.

Chester M. Munroe, 20, Attleboro, farm management.

Myrtice L. Fuller, 15, Norton, clothing.

Herbert M. Ashley, 17, Taunton, potato.

Katherine T. Atwood, 20, Wellfleet, food.

Victor Winnikainen, 17, West Barnstable, corn.

George Hogarth, 17, West Wrentham, small fruits.

Garfield Farmer, 16, Randolph, garden.

Lawrence Shephard, 17, West Boylston, dairy calf.

Edna Goodhind, 16, Chicopee, canning.

Reno Smith, 14, South Amherst, handicraft.

May Buckler, 15, Pittsfield, baby beef.

A new dining hall has been built at the Keene, N. H., Normal School and the old hall has been converted into one of the most beautiful social rooms in New England. The citizens of Keene have shown great interest in this justly popular institution.

The Director of the Department of Playgrounds in Chicago was the first to utilize snow as play material and a medium of art work by large numbers of city children. With the first heavy fall of snow he announced that a unique contest would be held among sixty playground centres.

The College of the City of New York has announced more rigid requirements for admission. Hereafter high school graduates who present a general average of less than seventy-five per cent. will be allowed to take only partial programs. The present capacities of the college to offer full programs will be reserved for students whose high school averages are seventy-five per cent. or more. As partial programs are given mostly in the evening session, many high school graduates will have to go to college in the evening.

The Legislature of Maine has under consideration the establishment of a class A medical school at the State University at Orono. Back of the movement are some of the leading physicians and surgeons of Maine, who recognize the need of the rural districts for better medical protection than is afforded them.

President William Mather Lewis of George Washington University delivered the address on the occasion of the celebration of Founder's Day at Hollins College, Virginia, February 21st. The founder of Hollins College, Charles L. Cocke, was educated at the old Columbian University, now George Washington University.

Dr. Michael I. Pupin of Columbia University delivered the mid-winter convocation address at George Washington University on the afternoon of February 23. Dr. Pupin is one of the outstanding men of science in America. He is also well known in the field of letters, his autobiography, "From Immigrant to Inventor," having won the Pulitzer prize last year for the best biography of the year. Dr. Pupin was recently elected president of the American Association for the Advancement of Science at its meeting held in Washington the last week in December.

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Dr. Robert R. Moton, principal of Tuskegee Institute and president of the National Negro Business League, announces April 5-11 as the Eleventh Annual National Negro Health Week.

W. R. Scheel, director of Tampa's (Fla.) Opportunity School, announces that during the coming term courses will be available in bookkeeping, shorthand, typewriting, commercial English, Spanish, telegraphy, civil service, arithmetic, commercial law, mill detailing, citizenship, dressmaking, sewing, cooking, mother craft, mechanical drafting, architectural drafting, auto mechanics, plumbing, bricklaying, steel square and English for foreigners. This splendid institution is in every manner living up to its name, for it offers these opportunities without cost to the student.

Classes in English and in Americanization have also been arranged for foreign-born residents of West Tampa at the A. L. Cuesta School under Louis F. Froeligh.

Sidney, Neb., is proudly exhibiting a unique house built of corn raised by grade school pupils of Sidney. Three different kinds of corn, in ten color varieties, were used in constructing it.

Professor Earl M. Case, University of Cincinnati, specialist on the geography of China, and his revelations as to yellow fever and famine districts are astounding, but not more so than his statement that one district in China can supply the whole world at the present rate of consumption for 600 years.

Six young women are studying law in the University of Wisconsin.

MEETINGS TO BE HELD

APRIL

2, 3, 4: Fifth Annual Educational Conference, Ohio State University, Columbus, P. R. Stevenson, Secretary.

23, 24, 25: Annual Convention, Eastern Arts Association, Springfield, Massachusetts. Frank E. Mathewson, Jersey City, N. J., Secretary.

JUNE

28-July 4. National Education Association, Indianapolis, Indiana.

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